

As a social work educator my goal is to support students to claim their place in the social work profession. Drawing on postcolonial and borderlands perspectives, and anti-racist anti-oppressive pedagogies, I seek to invite students into our profession while decentering dominant perspectives in academic and social work knowledge. I encourage students to critically consider how they will adapt their work to the needs of diverse communities and to articulate their own visions for the future of social work as a social justice profession. I have developed engaged learning strategies through coursework across the social work curriculum, and with diverse students in both U.S. university and Nepali non-profit settings.

Whether I create my own syllabus or teach from one that is already established, backwards course planning allows me to clarify the central goals for any course I teach. This is essential to support students with diverse knowledge, experiences, and responsibilities, who come to the course with varying opportunities to develop foundational skills such as academic reading and writing. Beginning with final course assignments, I outline the knowledge and skills that students will be expected to demonstrate by the end of the course, as well as when and how these will be taught and evaluated. For example, in my foundation practice course, backwards planning allowed me to articulate three major arenas in which students would develop skills: 1) self-awareness and care, 2) conducting interviews to understand client concerns and perspectives, and 3) writing a clinical social work assessment. By identifying these three arenas, I was able to draw students' attention to how each course component related to them, and to streamline the course when needed.

I plan courses in which students learn to engage with diverse voices on any given topic. In the second week of my social justice course, I created a group activity to practice reading strategies to quickly understand the central aims and arguments, concepts, and evidence brought in two readings about oppression. In my practice course, I asked students to read the current National Association of Social Work (NASW) Code of Ethics alongside historical versions of this document, the National Association of Black Social Workers' (NABSW) Code of Ethics, the first position statement of NABSW (1969), and the Global Definition of Social Work. By comparing these documents, students observed different concerns in relation to risk management, collective liberation, colonization, and human rights. In this way they understood that, while it is important to understand the NASW Code of Ethics, our profession has always been contested and changing in response to historical, geographical, and institutional contexts. Bringing diversity into our learning materials discourages the perspective—forged through colonization—that there is one right way to view and act in the world and encourages all students as holders and creators of knowledge.

At the beginning of any course I teach, I encourage student ownership over their learning by asking them to consider their individual and collective hopes for the class, the challenges they foresee, and the resources (experiences, prior learning, other skills or supports) they bring to our work together. Student answers to these questions serve as the basis for our Learning Community, beginning with discussion and a written agreement documenting how we would like to work together. I also incorporate students' responses to these questions to plan classes. For example, after several students in my social work assessment course cited previous theory coursework as a resource that they could draw upon, I asked the class to create a conceptual map of the theories that they had

learned in the previous year. By talking through these theories and drawing connections between them, students considered how the theories they had learned could inform the assessment process. Course evaluations reflect appreciation for such strategies. One student wrote: "Really enjoyed the structure of this class and the teaching style. Being able to reflect as a class was useful in knowing similar struggles and ways of improvement. I liked how student driven this class was. Great Professor!!"

Engaged learning activities facilitate deeper learning, and support students to develop flexibility by applying these to a variety of situations. Some activities assess foundational understanding of concepts (such as identifying independent/dependent variables), and others offer scope for creativity. For example, in my research course during lockdown in Spring 2020, I had students upload a picture of their favorite mug to an online platform, alongside brief responses to qualitative and quantitative prompts. In small groups, students used the data to conduct thematic, content, quantitative, or mixed methods analyses. They reported insightful themes, graphs, and statistics back to the class. The lead instructor who observed and evaluated a different session of my research course wrote, "Claire did a wonderful job of being present for the students and this included answering questions and making sure that students understood concepts – not especially easy as the day's topic was inferential statistics! The students clearly were connected to Claire, felt comfortable asking questions, and appeared confident and reassured by answers/feedback. Throughout the quarter, Claire was so amazingly creative in her teaching."

I have developed strategies to build Learning Communities and support engaged learning both in person and online. Having taught during the COVID-19 pandemic, I am confident in the use of zoom rooms for small-group discussions and activities, zoom polling and chat functions to survey class knowledge or ideas, Panopto and PowerPoint to record brief lectures, as well as a host of other tools (e.g. Google Documents, Jamboard, Padlet, Canvas Discussions, Google Survey) which I use for group activities and on-going feedback. I upload the products from group activities to our course site as a record of our work in class.

My courses have consistently been rated highly. In Fall 2020, I received among the highest rankings in course evaluations in the School of Social Work. Median scores that specifically addressed my teaching in the remote master's level research course (Spring 2020) ranged from Very good (4.0) to Excellent (5). Median scores in the two bachelor's level practice courses I taught at Eastern Washington University (Fall 2019) were Excellent (5). My training and previous teaching experiences have prepared me to teach core courses across bachelor's, master's, and doctoral level social work curricula including quantitative and qualitative research, foundational practice; theory; policy; and social justice. If it is of interest to my new department, I will draw on my experiences in Nepal and long interest in the impacts of international relations on global social welfare, to apply for a grant with the Katherine A. Kendall Institute and develop coursework on critical transnational social work, which would have applications both within and beyond United States (U.S.) borders.